

MICHIGAN DEPARTMENT OF EDUCATION

January 1, 2005

2005-2006 READING FIRST GRANT ANNOUNCEMENT

This application packet includes:

Grant Announcement

I. General Information

II. Additional Information

III. Review Process Information

IV. Application Information, Instructions, and Review Criteria

Application Checklist

NATURE OF ACTION REQUESTED: X VOLUNTARY

The Department of Education is pleased to announce the new 2005-2006 Reading First grants. The grants are supported through the No Child Left Behind Act of 2001. The Reading First grants provide approximately \$23,000,000 each year for FY 2005, FY 2006, and FY 2007 to eligible local education agencies to establish research-based reading programs for students in kindergarten through third grade who are not achieving in reading. Criteria for the 2005-2006 Reading First grants were approved by the State Board of Education at its meeting on April 11, 2002. The grants will be awarded through a competitive application process.

The grant application for the 2005-2006 Reading First grants must be submitted electronically through the Michigan Electronic Grants System (MEGS). This system can be accessed through the Reading First page on the Michigan Department of Education website at www.michigan.gov/mde. Applications MUST be completed and submitted on or before Tuesday, March 1, 2005 at 1:00 p.m.

Questions regarding the MEGS system may be directed to Sarah Uhle at uhles@michigan.gov or (517) 373-0454 or Judy Byrnes at byrnesj@michigan.gov or (517) 241-3895.

Questions regarding the 2005-2006 Reading First grants may be directed to Faith Stevens, Curriculum and Literacy Supervisor, stevensf@michigan.gov, or Betsy MacLeod at vandeusen-macleode@michigan.gov or (517) 373-2950.

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**MICHIGAN DEPARTMENT OF EDUCATION
CURRICULUM LEADERSHIP UNIT
APPLICATION FOR
2005-2006 READING FIRST GRANTS**

I. GENERAL INFORMATION

INTRODUCTION

The purpose of Reading First is to ensure that all of America's children learn to read well by the end of third grade. It has long been recognized that teaching young children to read is the most critical educational priority facing this country. This is an area where some of the best and most rigorous scientifically based research is available. The Reading First grants will help districts apply this research – and support the use of instructional and assessment tools consistent with the research – to teach all children to read. By effectively teaching all children to read well by the end of third grade, we ensure that all students advance to later grades well prepared to achieve their full academic potential.

The Reading First grants will provide the necessary assistance to districts to establish research-based reading programs for students in kindergarten through third grade. Reading First funds will also be focused on providing professional development to ensure that all teachers, including special education teachers, have the skills they need to effectively implement these programs. Additionally, the grants provide assistance to districts in preparing classroom teachers to effectively monitor the reading progress of students, identify children who are at risk of reading failure, and provide instruction to meet the needs of students.

Quite simply, Reading First supports methods of early reading instruction in classrooms that are proven effective by scientifically based reading research. The grants provide assistance to districts in selecting effective instructional materials, programs, learning systems and strategies to implement proven methods to teach reading. Reading First also provides assistance for the selection and administration of screening, diagnostic and classroom-based instructional reading assessments with proven validity and reliability, in order to measure where students are and monitor the progress that they make.

Reading First provides an opportunity for eligible districts to implement reading programs that help all students achieve reading mastery by the end of third grade. The grants, by design, specifically support districts to ensure teachers learn about scientifically based reading research, implement programs that are based on this research, and use rigorous assessments with proven validity and reliability that effectively screen and diagnose all students to better focus on their students' individual needs.

Reading First focuses directly on instruction in the ***regular classroom*** as the most important teaching venue for early readers. Reading First does not aim to remediate small sub-groups of children in pull-out programs, or to provide instruction in any setting outside the main classroom environment. Reading First seeks to embed the essential components of reading instruction into all elements of the primary, mainstream K-3 teaching structures of each eligible district.

Scientifically based reading research has identified five essential components of reading instruction as phonemic awareness, systematic phonics, vocabulary development, oral reading fluency, and comprehension strategy instruction. This research demonstrates that children need to master skills in these five inter-related areas in order to become proficient, successful readers. Reading First focuses instructional methods and materials, assessments and professional development in these key areas.

GRANT PURPOSE

The purpose of Reading First is to ensure that all of America's children learn to read well by the end of third grade. The Reading First grants will provide the necessary assistance to local education agencies to:

- Establish scientifically research-based reading programs for students in kindergarten through third grade;
- Focus instructional methods and materials, assessments and professional development on the five essential components of reading instruction: phonemic awareness, systematic phonics, vocabulary instruction, oral reading fluency, and reading comprehension instruction;
- Focus on providing professional development to ensure that all K-3 teachers, including K-12 special education teachers, have the skills they need to effectively teach these programs;
- Focus directly on instruction in the **regular classroom** as the most important teaching venue;
- Prepare classroom teachers to effectively monitor the reading progress of students, identify children who are at risk of reading failure, and provide appropriate instruction to meet the needs of students through the use of screening, diagnostic and classroom-based assessments;
- Support best practice in methods of early reading instruction in classrooms that are proven effective by scientifically based reading research; and
- Select effective instructional materials, programs, learning systems and strategies to implement proven methods to teach reading.

PRIORITY FOR FUNDING

The State Board of Education has adopted as its strategic goal, "Attain substantial and meaningful improvement in academic achievement for all students, with primary emphasis on chronically underperforming schools." Reading First assists with this goal and addresses five Strategic Initiatives to implement this goal:

- Ensuring Excellent Educators;
- Elevating Educational Leadership;
- Embracing the Information Age
- Ensuring Early Childhood Literacy; and
- Integrating Communities and Schools.

Professional development is a key component of the Reading First initiative, both for teachers and administrators. The purpose of Reading First is to ensure that all of America's children read well by the end of third grade, and the theme of this initiative is "no child left behind." Additionally, collaboration among many programs is emphasized, including family literacy providers and parents. Priority will be given to local education agencies (LEAs) that demonstrate a clear need for support. In addition, LEAs must demonstrate a commitment from administrators, specialists, and teachers to implement the Reading First grant and sustain students' learning over time.

ELIGIBLE APPLICANTS

Federal guidelines state that Reading First subgrants must be of sufficient size and scope to enable eligible local education agencies (hereafter referred to as LEAs) to fully implement programs to improve reading instruction. In this document school districts and public school academies are referred to as local education agencies. Eligible LEAs are those in the state that have both the highest number or percentage of students reading below grade level and have significant numbers or percentages of children from

families with incomes below the poverty line. In order to provide adequate funding to the neediest LEAs, those with at least 50 students or 40 percent of students scoring in the low category (Levels 3 or 4) on the 4th grade English Language Arts MEAP for two of the last three years will be eligible.

In addition, LEAs must meet one of the low-income criteria specified in the federal law:

- LEAs with geographic areas that include Empowerment Zones or Enterprise Communities; **or**
- LEAs that have 1,000 or more students or 15 percent or more students who are from families with incomes below the poverty line; **or**
- LEAs with at least eight buildings or 50 percent of their buildings in school improvement status.

A list of eligible LEAs is provided in Attachment B. Federal statute requires priority to be given to LEAs that have at least 15 percent of the students served by the eligible local education agency from families with incomes below the poverty line, or at least 6,500 of the children served from families with incomes below the poverty line. Additional priority will be given to LEAs with 30 percent or more students from families with incomes below the poverty line. Priority will also be given to LEAs that have demonstrated established leadership, commitment to improving reading achievement, and the ability to leverage existing reading initiative components for maximum effect. A consortium of eligible applicants may apply, but each member of the consortium must be an eligible local education agency, however awards are made to specific buildings as fiscal agents and funds do not belong to a management company or district central office.

TARGET POPULATION TO BE SERVED BY GRANT

Eligible LEAs must select which eligible school buildings will receive services for students in kindergarten through grade three, and rank order them in terms of need. Reading First funds are designated for activities to improve reading achievement for students in kindergarten through grade three who attend persistently low-performing school buildings with high concentrations of poverty or school buildings that are in school improvement status.

GRANT RANGE AND FUNDING LIMIT

Funds for Reading First will be awarded to states by a formula similar in nature to Title I funding practices. The total estimated amount available for Reading First LEA grants is \$23,000,000 per year for up to three years. Funds will be awarded on a competitive basis to eligible local education agencies based on the criteria listed above. The grant application will include a formula based on the February count of the previous year for determining the level of funding available for each eligible building. It is anticipated that grants will range from \$112,500-\$600,000 per building, depending on the number of children served. The estimated per pupil allocation is \$750 for year one and \$525 for years two and three.

LENGTH OF AWARD

A Design for the Six-Year Funding Period

Michigan divided the six-year funding period into two three-year phases. Eligible LEAs will be notified that they may submit applications on behalf of the eligible school buildings in their districts. **Phase 1** (Summer 2002 to Summer 2003) was broken into two phases, Round 1 and Round 2.

Phase	School Year	Reading First Schools Within Eligible LEAs	Reading First Schools Within Eligible LEAs
Phase 1	2002-2003	Cohort 1	---
	2003-2004	Cohort 1	Cohort 2
	2004-2005	Cohort 1 finishes	Cohort 2 finishes
Mid-Point Progress Report			
Phase 2	2005-2006	Cohort 3	
	2006-2007	Cohort 3	
	2007-2008	Cohort 3	

In **Phase 1**, LEA school buildings were encouraged to start their programs in the fall of 2002. After February 2003, a second application round was reviewed with the same review criteria established for Round 1. Qualified applications from the winter 2003 review were able to begin implementation in fall 2003. (See Evaluation for Continuation on page 7.)

In the fall of 2004, the Michigan Reading First Management Team made recommendations to the Reading Leadership Team of new eligible LEAs for Phase 2 based on state and federal eligibility criteria. Eligible LEAs will be invited to submit grant applications for RF funds in the winter of 2005. LEAs funded in **Phase I** who are still eligible may reapply for funding in **Phase 2**. LEAs whose RF plans meet all criteria and receive the highest priority scores will be recommended for funding for **Phase 2** (2005-2008) if they successfully meet the evaluation criteria listed on page 7.

This design for Michigan's Reading First plan has several noteworthy features: (1) By breaking the six-year funding period into two phases, it is hoped that the funding and state support for developing school programs in reading will be more widely disseminated than if eligible districts were given full funding for a five- or six-year period. On the other hand, it is realized that at least two years are needed to make sure that RF plans are well established in schools that have large percentages of children underachieving in reading; (2) In Phase 1, students' reading achievement, particularly of those students most in need of improvement in reading, will be closely monitored. A Mid-point Progress Report for **Phase 1** grantees (Cohorts 1 and 2), at the end of year three (2004-05), will identify the school buildings that have made significant gains in reading from 2003 to 2005. This information will be used by the Reading Leadership Team to identify those school buildings whose practices are well established and whose school leadership and parental support give promise of continued success in reading instruction. School buildings that demonstrate significant progress will be designated as model schools. (3) This design allows for comparison of the progress made by the three cohorts that receive funding. In this way, the state can assess the relationship between years of funding, RF support, and reading achievement among LEA schools.

The Michigan Reading First Management Team will evaluate the progress of the children who are members of RF classrooms through the fourth grade on achievement scores of the Iowa Test of Basic Skills. This design allows us to examine the reading achievement of RF children not only at the end of a given year, but also across years. RF students' performance on the MEAP English Language Arts assessment in the RF schools will also be monitored in grades 4 and 7 as part of the ongoing longitudinal evaluation.

Phase 1—Cohort 1

Year	RF class				Follow-up
1	K	1	2	3	
2	K	1	2	3	
3	K	1	2	3	4
4	K	1	2	3	4
5	K	1	2	3	4
6	K	1	2	3	4

Phase 1—Cohort 2

Year	RF class				Follow-up
1	K	1	2	3	
2	K	1	2	3	
3	K	1	2	3	4
4	K	1	2	3	4
5	K	1	2	3	4
6	K	1	2	3	4

Phase 2—Cohort 3

Year	RF class				Follow-up
1					
2					
3					
4	K	1	2	3	
5	K	1	2	3	4
6	K	1	2	3	4

Evaluation for Continuation

Throughout each year, the reading performance of the students in grades K-3 will be evaluated to determine whether the RF program is leading to greater success in reading with more children on or above grade level. We will determine whether: (1) RF instructional plans are being implemented appropriately in K-3 classrooms; and (2) whether the students are making adequate progress.

Administrators of those school buildings that are implementing RF programs effectively, but whose students are still not making adequate progress at the end of the school year, will have an opportunity to describe possible reasons for their lack of progress and suggest methods for improving the reading achievement of students in the school. Information provided through regular reports from the State Reading First Facilitators will be available for the Reading First Management Team in regard to the progress of the RF school buildings. If the Michigan Reading First Management Team determines from the school buildings' self-evaluation, assessment data, and the State RF Facilitators that the RF school building is making a good effort, the school will be allowed to continue to develop its RF plan with improvements for the following year.

A second consecutive year of inadequate progress and/or noncompliance with RF assurances will lead to removal of the financial support provided by RF funding. For example, if an eligible LEA has a total of 20 elementary buildings serving K-3 students, and only five of those school buildings are eligible for Reading First funds because they serve the lowest performing population in highest poverty, each of those five school buildings must demonstrate adequate progress in reading achievement. If two of the five school buildings fail to make adequate progress for two consecutive years, the LEA's funding will be cut

and only the three successful school buildings will be eligible for continued funding through Reading First.

REJECTION OF PROPOSALS

The Department of Education reserves the right to reject any and all proposals received as a result of this announcement and will do so if the proposal does not adhere to funding specifications or application preparation instructions.

CLOSING DATE AND DELIVERY ADDRESS

This grant application MUST BE SUBMITTED ONLINE on or before. Tuesday, March 1, 2005 at 1:00 p.m. The application will not be considered a valid application if delivered by mail, fax, or any other medium besides through the Michigan Electronic Grants System (MEGS).

No facsimile transmissions will be accepted. Late application, an application submitted by facsimile, or an application submitted, but not in accordance with the application preparation instructions (below), will not be accepted and will be returned to the applicant *without review*.

APPLICATION PREPARATION, PAGE LIMIT, FONT SIZE AND PACKAGING

Applications should be prepared simply and economically, with the narrative portion of the proposal (Part E) **no more than 15 pages in length, with a font no smaller than Times 12 point. Incomplete applications will not be reviewed, or applications exceeding the page limitation or specifications will receive a reduction in points.** See page limits, fonts, and spacing specifications on the upload pages of the MEGS application.

ACKNOWLEDGEMENT

All publications, including reports, films, brochures, and any program material developed with funding from this program, must contain the following statement: **“These materials were developed under a grant awarded by the Michigan Department of Education.”**

NON-DISCRIMINATION AND OTHER COMPLIANCE WITH LAW

Applications must include a statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination, with all requirements and regulations of the Michigan Department of Education, all appropriate state and local licensing laws if applicable, and with all other state and federal requirements and regulations pertaining to these funds. See page 1b of the Application.

AMERICANS WITH DISABILITIES ACT

The Michigan Department of Education is committed to providing equal access to all persons in admission to, or operation of its programs or services. Individuals with disabilities needing accommodations for effective participation in this grant program are invited to contact the Department for assistance.

AVAILABILITY OF APPLICATION

The application packet is available via the MDE Reading First page at: <http://www.michigan.gov/mde>. Links on that page will direct the applicant to all resources and materials needed to complete the application. To print copies of this application packet, an Adobe Acrobat Reader is needed. This free software can be accessed on the Web at: <http://www.adobe.com>.

A copy of the application may also be found via the Reading First page at: <http://www.michigan.gov/mde>

WHERE TO OBTAIN ASSISTANCE

The Michigan Department of Education issues the instructions contained in these materials, which is the sole point of contact in the state for this program. Questions regarding applications should be directed to Faith Stevens, Supervisor Curriculum and Literacy, at stevensf@michigan.gov, or Betsy Macleod at vandeusen-macleode@michigan.gov.

APPLICATION PRE-PROPOSAL CONFERENCES

The following technical assistance grant component conferences will be held:

DATE: Jan. 4, 2005—General Overview for West Michigan
TIME: 9:00 a.m.-12:00 p.m.
PLACE: Kalamazoo Regional Educational Service Agency
1819 E. Milham Ave., Portage, (616) 385-1500

DATE: Jan. 5, 2005—Regional Assistance for LEAs in Southeast Michigan
TIME: 9:00 a.m.-12:00 p.m. (additional time by appointment)
PLACE: Wayne RESA-Dearborn
33500 Van Born Rd., Wayne (734) 334-13000

DATE: Jan. 6, 2005—Regional Assistance for LEAs in Mid Michigan
TIME: 9:00 a.m.-12:00 p.m. (additional time by appointment)
PLACE: Saginaw Intermediate School District Transitions Center
3860 Fashion Square Blvd., Saginaw, (989) 399-7473

DATE: Jan. 13, 2005—Regional Assistance for LEAs in Northern Michigan
TIME: 10:00 a.m.-1:00 p.m. (additional time by appointment)
PLACE: Holiday Inn, 2650 S. Business Loop I-75, Grayling, (989) 348-7611

Superintendents, Business Managers, Curriculum Directors and Key Literacy Coordinators should attend. Instructions for application through the MEGS system will be included. **Please RSVP for the Pre-Proposal Conferences** using the form provided on the website, or by e-mailing Jill Baynes at baynesj@michigan.gov.

II. ADDITIONAL INFORMATION

The following requirements apply to the process used by the Michigan Department of Education in awarding the Reading First grants.

FUNDING PROCESS

The Michigan Department of Education will make the Reading First grants available through a
12/21/04

competitive process.

PAYMENT SCHEDULE

All recipients are required to request funds, as needed to pay bills, from the Michigan Department of Education. The Michigan Department of Education, Office of Financial Management and Administrative Services, has developed a system that allows grant recipients of federal and state grants to report expenditures and request cash via the Internet.

FINANCIAL REPORTING

A final expenditure report (Form DS-4044) will be required for all projects. The final report is due within 45 days of the ending date of the project. It is expected that programs have standard account audits completed prior to the submission of the DS-4044. LEAs that receive more than \$500,000 in federal funds are subject to the Circular A133 audit requirements.

CONTINUATION OF FUNDING

The 2005-2006 Reading First grants are expected to be the first year of a three-year cycle of funding, pending continued appropriations. Applicants will describe a **three-year project**, but provide a formal budget only after being notified that their proposal has been selected for funding. Projects reporting a successful first year will be asked to provide a continuation application and budget for the second year. LEAs will be required to detail how they spent year one funds in a year-end report, and will continue to detail all expenditures in budget proposals for subsequent years. All grant recipients who receive \$500,000 or more in federal funds from all sources are required to have an audit performed in compliance with the Single Audit Act.
(Effective December 2003.)

PERFORMANCE REPORTING AND MONITORING RESPONSIBILITIES

An annual Narrative Summary Report will be required of all LEAs awarded funds under this grant. The report must address: the attainment of the project objectives; the project's impact on improving pupil scores on standardized tests and assessments; selection and administration of instructional reading assessments; selection and implementation of a scientifically based reading program; selection and implementation of scientifically based supplementary instructional materials; professional development for teachers of K-3 and special education teachers of K-12; evaluation strategies; and access to reading materials.

In making continuation awards to LEAs, Michigan will assess the progress each LEA has made in improving student reading achievement and implementing the program outlined in its original grant. The Michigan Department of Education will select an entity to develop and implement a comprehensive program evaluation of the Reading First grants. All funded projects will be required to participate as requested in the evaluation. Data will also be collected about students participating in the program. All grantee districts must participate in the data collection.

III. REVIEW PROCESS INFORMATION

REVIEW PROCESS

All applications will be evaluated using a peer review system. Award selections will be based on merit and quality, as determined by points awarded for the Review Criteria section and all relevant information.

The enclosed rubrics (found in Application Information Instructions and Review Criteria for the 2005-2006 Reading First grants) will be used as a rating instrument in the review process. All funding will be subject to approval by the Superintendent of Public Instruction. All applicants will be notified of the Superintendent's action.

All proposals will be evaluated according to the review criteria provided in the rubrics in Part IV.

The maximum score for the application is 200 points.

ADDITIONAL REVIEW FACTORS

In addition to the review criteria in Part IV, the State Superintendent of Public Instruction may apply other factors in making funding decisions, such as: (1) geographical distribution; (2) duplication of effort; (3) duplication of funding; and (4) evidence that an applicant has performed satisfactorily on previous projects.

GRANT REVIEWERS

The Michigan Department of Education has designated a panel of peer reviewers who have knowledge of scientifically based reading research and extensive knowledge of Reading First requirements. Members of the panel will be drawn from the following: experts from a university who are knowledgeable in scientifically based reading research; representatives from the Michigan Department of Education (from the Office of School Improvement, the Office of Field Services, the Office of Early Childhood and Parenting Programs, or from the Office of Special Education); representatives from a community partnership; and representatives from an intermediate school district or local education agency. In addition, this review panel will attend a training session prior to reviewing proposals and will use a consensus process to enhance reviewer reliability of the final score. Persons involved in the development of a proposal or associated with a district submitting a proposal may not serve as readers.

IV. APPLICATION INFORMATION AND INSTRUCTIONS AND REVIEW CRITERIA FOR THE 2005-2006 READING FIRST GRANTS

<u>Page(s)</u>	
In MEGS	Consortium Activities
13	Part A—Building Information
13	Part B—Survey of Programs, Materials, & Assessments
13	Part C—Literacy Programs & Methods
17	Part D—Staff & Resources
18	Part E—Overall Reading First Plan
19	Part F—Principal's Declaration of Support
19	Part G—Statement of Support from Union President
19	Part H—Reading First Library Survey
60	Assurances and Certifications, 1b, 1c, 1d

APPLICATION REVIEW AND APPROVAL

All applications will be reviewed and rated by the staff of the Michigan Department of Education and outside readers. Applications must address all of the identified criteria and contain all of the requested information. Only those proposals meeting all the identified criteria, and not exceeding the total amount of funds available for each grant program, will be recommended for funding to the State Superintendent of Public Instruction. Applicants will be notified in writing of the status of their applications.

REVIEW CRITERIA

All applicants will be evaluated on the basis of the criteria described in this section. Narrative sections of the applications should address each criterion. **Applications are not to include pamphlets, handbooks, reports, brochures, news articles, folders, binders, dividers, etc.** Two hundred is the maximum score that can be accumulated for this application, and the value assigned for each section is indicated. Points will be deducted for any proposal narrative that exceeds the 15 written pages allowed in Part E.

Application Cover Sheet/Application (See MEGS Application)

The local education agency submitting the application must be fully identified as well as the contact person for this program. All boxes are to be appropriately completed. The application requires an **original signature** of the superintendent or director of the LEA. Rubber stamps and copies are unacceptable.

Certification for Participation in Cooperative Project— Consortium Activities

This page must be included with the application packet if LEAs are forming a consortium. One member of a consortium may not operate as a fiscal agent for any other members. Each member of a consortium must receive its own allocation of Reading First funds. A management company or district central office may not retain Reading First funds. Copy extra forms as needed.

Assurances and Certifications (Page 1b, 1c, and 1d of the Application)

These pages must be included with the application packet. The original signature of the superintendent or director of the LEA must be included.

PART A: BUILDING INFORMATION (50 points possible)

Part A provides information about each targeted building, including the demographics of its community and current instructional support for young readers. Include a separate chart for each targeted building. In the narrative, analyze the collected data to explain the need for a Reading First program in the LEA.

EVALUATION CRITERIA FOR PART A: BUILDING INFORMATION (50 points)

CHARTS and ATTACHMENTS	Yes 2 points	No 0 points
1) Was the chart filled out completely? (For building status and for community demographics)		
2) Was the “letter of invitation” to private nonprofit schools uploaded?		
3) Was a copy of “sign-in” sheet for meetings held with private nonprofit schools uploaded?		
4) Buildings were rank ordered from highest need to lowest need.		
5) Were grant contact and fiscal agent information completed?		

Additional Priority Points Awarded (Up to 40 points):		
6) 15% or 6,500 students in poverty in LEA	10 points	For up to 25 additional points
30% or more students in poverty in LEA	Additional 15 points	
7) Certified staff teaching in appropriate grade levels in targeted buildings	75% or more--5 points 85% or more--5 additional points 90% or more--5 additional points	For up to 15 additional points

PART B AND PART C: SURVEY OF PROGRAMS AND MATERIALS (15 points for Part B); EVALUATION OF CURRENT LITERACY PROGRAMS AND INSTRUCTIONAL METHODS (20 points possible for Part C)

The application must provide a description of the current program of literacy instruction, as well as reading support and intervention programs presently in use for kindergarten through grade 3, in the school buildings to be served by this grant. The description must also include a plan for improving reading instruction. The plan must explain how the new Reading First classroom reading instruction program relates to and improves the current system including:

- Information on the research base, structure and effectiveness of the proposed program in assisting struggling readers;
- The means of assessing, monitoring, and documenting individual student progress;
- The number of students identified as at risk of reading failure who are served by the current

intervention program in these school buildings, and how students will be served in the Reading First program;

- Verification that selected programs meet the five essential components of reading instruction (phonemic awareness, systematic phonics, vocabulary development, oral reading fluency, and comprehension strategy instruction) in a coordinated way.

Each LEA is asked to select one of these basal programs for use in the district or school. These materials will be available for review during the Technical Assistance meetings that are being held on January 4, 2005, January 5, 2005, January 6, 2005, and January 13, 2005. The LEA is asked to provide a rationale for the choice of program, including how the choice addresses the “gaps” in its current program. The reading programs on the state's list are as follows: Harcourt Trophies, Houghton Mifflin, Macmillan/McGraw Hill, Open Court, and Scott Foresman. See Attachments C and D for review criteria, and Attachment A for background information. In your narrative, explain why these materials have been chosen to meet the needs of students in your LEA.

Complete Survey of Programs and Materials (Part B) for each targeted building. Include an analysis of the current literacy instruction and a systematic plan for providing both comprehensive and supplementary reading instruction that includes all five areas, as appropriate at each grade level: phonemic awareness, phonics, fluency, vocabulary, and comprehension. See Attachment A for further explanation of comprehensive and supplementary programs.

Reading Assessment Requirements

(1) LEAs whose grants are approved by the Michigan Department of Education **must** agree to purchase the Iowa Test of Basic Skills as a year-end assessment of reading achievement. This test has excellent credentials in terms of reliability and validity, as reported by the Technical Manual (The Iowa Tests of Basic Skills Complete/Core Battery Fall/Spring Norms and Score Conversions with Technical Information, University of Iowa, Hoover et al, 2001). In addition, it is made up of subtests that align with the essential components of reading that are at the heart of the RF initiative. See Attachment A for further information.

(2) As a measure of classroom-based instruction, the state is requiring the LEAs to use Dynamic Indicators of Basic Early Literacy Skills (6th Edition) (DIBELS). The DIBELS measures were designed to assess three of the crucial areas of early literacy: phonological awareness, alphabetic principle, and fluency with connected text. The measures relate to one another both theoretically and psychometrically. They have been found to be reliable and valid indicators of early literacy development; furthermore, they have been found to be predictive of reading proficiency. See Attachment A for further explanation.

(3) The Michigan Reading First Management Team has compiled a list of reading tests that may be used for screening and diagnostic purposes and that have been shown to be reliable and valid, as reported in their technical manuals. See Attachment A for further explanation. In its applications, the LEA is asked to specify the screening and diagnostic tests that will be used in each school building; for those not on this list, the LEA must provide a full description of the test, including information about its reliability and validity. It is our belief that the classroom teacher and the special education staff must work together to carry out and interpret screening tests (for the purposes of identifying children at risk of reading failure or children who may need a complete diagnostic evaluation) and diagnostic tests (to determine the nature and severity of difficulties in reading and language.)

Screening/Diagnostic	Achievement Outcomes
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Institute for the Development of Educational Achievement at the University of Oregon http://dibels.uoregon.edu	Iowa Test of Basic Skills (ITBS), Complete Battery, 2001 Riverside Publishing Itsaca, IL 60143 1-800-323-9540 www.riversidepublishing.com Grades 1-3

Evaluation Strategies

In its grant application, the LEA must indicate willingness to comply with the following requirements that will provide a way for the state to assess progress of schools in implementing their Reading First plans. Requirements include:

- (1) Assurance that the LEA will administer appropriate forms of the Iowa Test of Basic Skills at or near the end of the school year in grades 1-3 and that the response protocols from this test will be sent to the test publisher for scoring. A separate measure for kindergarten will also be required.
- (2) Assurance that the LEA will use DIBELS as the classroom-based assessment of reading progress. This classroom reading assessment is made up of measures that are aligned with the curriculum and goals for reading instruction at each grade level (K-3) and must be administered three times a year in September, January, and May. The LEA is responsible for identifying a staff member who will enter the scores from these tests into a required database that will be sent to a specified location. The LEA must provide assurance that the test data will be shared with the state for purposes of evaluation of RF classrooms and that the data will be shared with the teachers for purposes of evaluating the instructional needs of the children.
- (3) Assurance that the LEA will report reading achievement data from both the ITBS (Grades 1-3, plus an additional assessment for kindergarten to be named) and DIBELS to the Michigan Reading First Management Team.
- (4) Assurance that the LEA will comply with reporting requirements of the Center for Education Performance Information (CEPI) for the State of Michigan.
- (5) Assurance that the LEA will provide the funding for purchasing and administering the ITBS, DIBELS, and screening or diagnostic tests; for staff trained in diagnostic assessments, including sufficient time to provide timely and thorough assessments of children's learning capabilities; and for the services of a professional evaluation of the school data on reading to produce reports for the state and the federal government.

The LEA must develop an overall plan for assessment of reading progress and the needs of children who are struggling in reading. This plan must include a timeline for the assessments mentioned above (year-end administration of ITBS and administration of DIBELS in September, January, and May).

In addition, the LEA must indicate screening measures teachers might use, a system for evaluating the needs for diagnostic assessments, specification of the staff members who are qualified to administer diagnostic assessments, specification of the availability of staff time needed for such assessments, and the availability of special services staff to meet the needs of children found to have significant difficulties in learning that impact their ability to learn to read (e.g., speech language impairment).

In its application, the LEA is asked to provide an explanation of the collaboration of regular and special

educators, as well as other support services (e.g., school psychologist) in the school or district. **Finally, in designing the overall plan for assessment of reading and related areas, the LEA must state that the children in grades 1-3 (kindergarten assessment to be determined) will not be required to take year-end standardized tests other than the MEAP and ITBS.**

The Department of Education will provide the following components of the evaluation:

The Michigan Reading First Management Team has contracted with researchers in the School of Education, University of Michigan, to assist in collecting and analyzing data that will be the basis for evaluating the effectiveness of RF programs in Michigan schools.

(1) The researchers will aid in the collection and analysis of children's performance on the tests (described in Attachment A). These measures will be administered three times a year (September, January, and May).

(2) The researchers will collect and analyze the teachers' survey, which is completed by participating teachers three times a year. This measure will provide information about the teachers' views of their own knowledge of reading and methods for teaching reading that are supported by educational research.

(3) The researchers will also collect and analyze data from the year-end assessment of reading, using the Iowa Test of Basic Skills. Data will be analyzed in order to answer the primary questions of interest to Michigan's Department of Education and the federal government. See Attachment A for specific questions to be addressed.

(4) The researchers will collect and analyze additional data as deemed useful and appropriate by the Reading First Management Team.

LEAs must provide the following components of the evaluation:

Reporting: LEAs must report data for all students and categories of students described in section 1111 (b)(2)(C)(iv)(II) of *the No Child Left Behind Act of 2001* – data disaggregated by economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency. In addition, LEAs must describe a plan for building and district level assessment that includes classroom assessment, screening and diagnostic assessment and provide assurance that the LEA will administer the Iowa Test of Basic Skills as the measure of achievement outcomes at the end of the year.

EVALUATION CRITERIA FOR PART B: SURVEY OF PROGRAMS, MATERIALS, AND ASSESSMENTS (15 points)

CHARTS	Yes 5 points	No 0 points
8) Are currently used program, supplementary materials and assessments listed?		
9) Is the evaluation of currently used program, materials and assessments provided (and complete)?		
10) Are the program, materials and assessments planned for Reading First literacy program clearly indicated?		

EVALUATION CRITERIA FOR PART C: LITERACY PROGRAMS AND METHODS IN USE (20 points)

TEXT BOX: Evaluation of current literacy plan	Excellent 10 points	Good 5 points	Fair 2 points	Poor 0 points
11) Does it cover all components (program, supplementary materials, and assessments)?				

12) Does it explain strengths and weaknesses of current program?				
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PART D: STAFF AND RESOURCES (15 points possible)

The Michigan Reading First Management Team has reviewed various options for providing support for the LEAs in terms of professional development. A primary goal is to provide the State Reading First Facilitators hired by MDE and Reading First Literacy Coaches hired by the LEA who will work with the teachers in RF schools with a deep and thorough knowledge of reading and effective methods of reading instruction. Michigan has adopted a model of training the trainers. The state has contracted with Sopris West to provide comprehensive instruction through a program called Language Essentials for Teachers of Reading and Spelling (LETRS), developed by Louisa Moats. The LEA must provide a Reading First Literacy Coach for each eligible building who is knowledgeable about current research in the five essential components of reading instruction, scientifically based reading research, the use of assessment to inform instruction, and who has experience as a professional development facilitator. See Attachment A for further information on the qualifications of the Reading First Literacy Coach. In addition, refer to the Literacy Coach's Job Description in Attachment E.

The LEA must also provide assurances that the building leadership will participate in professional development for administrators concerning the current research in the five essential components of reading instruction. See Attachment A for further explanation.

The LEA must also include a clearly articulated professional development plan that provides adequate ongoing training including weekly grade level meetings with the literacy coach to ensure effective implementation of the comprehensive reading program as well as supplemental/intervention resources and materials. The LEA must provide evidence that the professional development will be delivered by qualified experienced trainers who are knowledgeable in scientifically based reading research.

EVALUATION CRITERIA FOR PART D: STAFF AND RESOURCES (15 points)

	Yes 5 points	No 0 points
13) Is there a clearly articulated professional development plan?		
14) Does the plan address the qualifications of the literacy coach?		
15) Does the plan provide assurances that consistency and stability of staff and building leadership will be maintained?		

PART E: OVERALL READING FIRST PLAN (70 points possible)

The applicant **must provide a complete proposal narrative that addresses all of the required information described in the application packet. Complete Parts A-H pages to explain the development of the Reading First school improvement plan for literacy in response to: perceived needs and existing programs and resources in the eligible school buildings and/or the district; the scientifically based reading research supporting the initiative; a description of the content and structure of the proposed program; the means of serving the needs of all students; the system for**

continuous monitoring of student growth; the qualifications and training of Reading First Literacy Coaches (page 17) and building leadership; and the evaluation plan. A timeline and flow chart should be included to indicate how, when, and by whom the various services will be implemented. The proposal narrative should include the following:

The proposal must provide an explanation of the need to improve reading achievement and instruction in the eligible building(s). It must demonstrate the need for Reading First funds in order to apply scientifically based reading research to address gaps in and enable expansion of the local education agency's current efforts to improve reading achievement. The application must specifically address the following:

- a. Student Need—current services for struggling readers in grades K-3 who are from families with incomes below the poverty line, from major racial/ethnic groups, with limited English proficiency, or students in special education;
- b. Teacher Need—adequate staff to assist students at risk of reading failure, experience and knowledge of evidence-based best practice, staff turnover;
- c. Leadership Need—clearly defined duties and responsibilities for instructional leaders; a leader with sufficient authority who has responsibility for aligning the reading curriculum to State standards (central office or designee, e.g., curriculum director, special education director); experience and knowledge of evidence-based practice of building principals; turnover of leadership and assurance of continuity of leadership;
- d. Current initiatives and identified gaps/causes for low MEAP scores;
- e. The allocation of time, including a protected, uninterrupted block of time for reading instruction of more than 90 minutes per day (preferably 120 minutes); and
- f. The instructional practices and strategies used in the program.

The Michigan Reading First Management Team has reviewed reading textbooks (2002 publication date or later) from all major publishing companies. After careful review, five have been selected as having high quality programs suitable for use in RF classrooms as indicated in *No Child Left Behind*. While they differ on numerous dimensions, all contain systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension.

(The state of Michigan and educational entities within the state apply for federal grants to maximize educational opportunities. Nothing in this grant application shall prohibit the state or educational entities within the state from taking such actions as are necessary to qualify for or maximize federal grants, including, but not limited to, complying with any grant criteria applicable to materials. The State of Michigan and educational entities within the state shall incur no liability to publishers as a result of any action taken in accordance with this paragraph.)

EVALUATION CRITERIA FOR PART E: OVERALL READING FIRST PLAN (70 points possible)

TEXT BOX: Rationale for proposed RF plan	Excellent 10 points	Good 5 points	Fair 2 points	Poor 0
16) Does the plan specify the roles played by key personnel?				
17) Does the plan include an explanation of the job description for the literacy coach that fits Reading First requirements?				
18) Is the literacy curriculum described in an integrated, coherent manner?				
19) Does the plan specify materials and literacy programs that are appropriate for the goals of RF (e.g., cover the 5 essential components of reading)?				

20) Does the plan specify how teachers and staff will meet the needs of individual children?				
21) Is there a clear plan for professional development and for on-going support of teachers' learning?				
22) Is it clear that the programs and materials selected for the building plan are integrated and not characterized by "layering on"?				

EVALUATION CRITERIA FOR PART F: PRINCIPAL'S DECLARATION OF SUPPORT (16 points possible)

In order for a Reading First plan to be successful, all key stakeholders must be work together. As one further step to indicate that all parties involved in successfully implementing the plan, applicants should provide an explanation of the process used to invite participation in the development of the plan as well as the means used to gain support of staff, building leadership, central office administration, and the community.

TEXT BOX:	Excellent 8 points	Good 5 points	Fair 2 point	Poor 0
28) Explanation of method(s) used to invite participation and support are clearly explained?				
29) Explanation of method(s) used to invite participation and support are comprehensive (e.g., not restricted to one group in the school community) and appropriate?				

EVALUATION CRITERIA FOR PART G: STATEMENT OF SUPPORT OF UNION PRESIDENT (4 points possible)

Another important component in implementing a successful plan is the support and participation of the teacher's union. Please provide assurance that the LEA has informed the union president of the Reading First requirements.

STATEMENT OF SUPPORT OF UNION PRESIDENT	Yes 4 points	No 0 points
30) Included in application?		

PART H: READING FIRST LIBRARY SURVEY

Reading First also requires the promotion of reading and library programs that provide access to engaging reading material. Each LEA must complete the Library of Michigan questionnaire found in the MEGS application and submit a copy of the questionnaire for each building with the Reading First application. In the narrative, include a plan for enhancement of both classroom and building libraries in eligible school buildings in order to provide students access to a wide array of engaging reading materials, including both expository and narrative texts.

EVALUATION CRITERIA FOR PART H: READING FIRST LIBRARY SURVEY (10 points possible)

CHART:	Yes 5 points	No 0 points
31) Was the chart completely filled out?		
32) Does the proposal include a plan for classroom and building library enhancement?		

SUMMARY OF POINT VALUES FOR APPLICATION SECTIONS

- A—50 points (includes up to 40 priority points)
- B—15 points
- C—20 points
- D—15 points
- E—70 points
- F—16 points
- G—4 points
- H—10 points

Total: 200 points

BUDGET PAGES—APPROVAL FORM

This section provides information to demonstrate that the proposed initiative has an appropriate budget and is cost effective. The budget must be reasonable in relation to the scope of the project and the expected outcomes.

Budget Summary — The fiscal and administrative personnel of the agency will complete the Budget Summary after an LEA has been selected to participate in Reading First. The Budget Summary will include the total cost of the proposed project.

Budget Detail — Once an LEA has been selected, it will explain each cost that appears on the Budget Summary. Use the function codes provided and title in the Budget Summary to identify each amount. The budget and costs should reflect the activities proposed for the initiative. Applicants must adhere to the following budget guidelines:

- Grant allocations are based on a per pupil amount of \$750 or the same percentage of Reading First funds as received of Title I funds during the 2004-2005 school year—whichever is greater. This level of funding allows for a textbook adoption and materials needed in year one. Grant funds in year one will be a minimum of \$112,500 per elementary building.
- Funding for years two and three is based on a \$525 per pupil amount, or the same percentage of Reading First funds as Title I funds from the 2004-2005 school year—whichever is greater.
- LEAs must use the DIBELS assessment and must budget \$1.00 per child for the evaluation; in addition, LEAs must purchase the Iowa Test of Basic Skills for use with all K-3 students.
- Up to 3.5 percent of the Michigan Department of Education share of the grant may be used for project administration. Indirect costs of not more than the district's pre-determined rate may be included as part of the 3.5 percent allowed for project administration, but may not exceed the 3.5% cap.

The applicant will be asked to provide a brief narrative as part of the budget section that will assist the reviewer in understanding expenditures. For example, the standards for salaries and cost of living in the area may be addressed.

ATTACHMENT A -- BACKGROUND INFORMATION FOR READING FIRST APPLICATION

PART A. BUILDING INFORMATION:

The intent of the self-evaluation process is to identify resources within each school that can be used to support the development of a comprehensive plan for Reading First. After completing this needs assessment, the LEA applicant should work with the teachers, administrators and support staff in the local school building to develop a plan for Reading First. Articulation of this plan involves identifying those components that are in existence and working well at the time of the application and those components that require additional resources of any kind (staff, instructional materials, etc.; especially those components that will be needed to address scientifically based reading research).

PART B. READING ASSESSMENT

(1) An LEA whose grant is approved by the Michigan Department of Education **must** agree to use the Iowa Test of Basic Skills as a year-end assessment of reading achievement for grades 1-3 plus a kindergarten assessment to be named. This test has excellent credentials in terms of reliability and validity, as reported by the Technical Manual (The Iowa Test of Basic Skills Complete/Core Battery Fall/Spring Norms and Score Conversions with Technical Information, University of Iowa, Hoover et al, 2001). In addition, it is made up of subtests that align with the essential components of reading that are at the heart of the RF initiative. These include the following subtests:

- **First Grade:** Vocabulary, Reading Words, Reading Comprehension, Listening, and Language
- **Second Grade:** Vocabulary, Word Analysis, Reading Comprehension, Listening, Language, and Spelling
- **Third Grade:** Vocabulary, Word Analysis, Reading Comprehension, Listening, Language and Spelling

(2) As a measure of classroom-based instruction, the state is requiring the LEAs to use Dynamic Indicators of Basic Early Literacy Skills (6th Edition) (DIBELS). The DIBELS measures were designed to assess three of the crucial areas of early literacy: phonological awareness, alphabetic principle, and fluency with connected text. The measures relate to one another both theoretically and psychometrically. They have been found to be reliable and valid indicators of early literacy development; furthermore, they have been found to be predictive of reading proficiency.

This assessment system employs different tests at different grade levels in order to provide sensitive information about the developmentally important indices of children's progress in learning to read. These measures are to be administered at the beginning, middle and end of the school year. The schools will collect the data, selecting one of the methods of data collection recommended by DIBELS (see <http://dibels.uoregon.edu>). A school staff member will enter student achievement data into a computer program. Data will then be analyzed through the DIBELS system and returned to the school in a form that the teachers will find useful to make sure that the individual children in their classroom are receiving appropriate instruction and in evaluating their instructional methods and materials. Samples of charts showing class performances on DIBELS measures are available on the DIBELS web site. Studies of DIBELS (e.g., Good, Simmons, Kame'enui, 2001) have shown that certain benchmarks can be used in analysis of spring administration of certain measures to determine whether the children can be reliably expected to read on grade level by third grade.

GRADE LEVEL BENCHMARKS for DIBELS

Spring of Kindergarten	Phoneme Segmentation Fluency	35 phonemes correctly named in one minute
Spring of First Grade	Oral Reading Fluency	40 words correctly read in one minute
Spring of Second Grade	Oral Reading Fluency	90 words correctly read in one minute in grade level material
Spring of Third Grade	Oral Reading Fluency	110 words correctly read per minute in grade level material

3) The Michigan Reading First Management Team has compiled a list of reading tests that might be used for screening and diagnostic purposes and that have been shown to be reliable and valid, as reported in their technical manuals. The list (shown in the box below) contains (a) cognitive and achievement batteries, (b) reading and writing tests, and (c) language tests. In its application, the LEA is asked to specify the screening and diagnostic tests that will be used in the school or district; for those not on this list, the LEA must provide a full description of the test, including information about its reliability and validity. It is our belief that the classroom teacher and the special education staff must work together to carry out and interpret screening tests (for the purposes of identifying children at risk of reading failure or children who may need a complete diagnostic evaluation) and diagnostic tests (to determine the nature and severity of difficulties in reading and language). In its application, the LEA is asked to provide an explanation of the collaboration of regular and special educators, as well as other support services (e.g., school psychologist) in the school or district.

Screening/Diagnostic	Achievement Outcomes
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Harn, B. Institute for the Development of Educational Achievement at the University of Oregon http://dibels.uoregon.edu	Iowa Test of Basic Skills (ITBS), Complete Battery , 2001 Riverside Publishing Itsaca, IL 60143 1-800-323-9540 www.riversidepublishing.com Grades 1-3

COMPREHENSIVE COGNITIVE AND ACHIEVEMENT BATTERIES:

Wechsler Individual Achievement Test (American Guidance Services)

Woodcock Johnson Psychoeducational Assessment (Cognitive and Achievement)-Revised (Riverside)

LANGUAGE TESTS:

Clinical Evaluation of Language Fundamentals-Revised (Psychological Corporation)

Comprehensive Test of Phonological Processing (ProEd)

Peabody Picture Vocabulary Test, 3rd edition (American Guidance Service)

Test of Language Development-Primary, 3rd edition (ProEd)

READING TESTS:

Early Reading Diagnostic Assessment (Psychological Corporation)

Gray Oral Reading Test, 4th edition (ProEd)

Qualitative Reading Inventory, 3rd edition (Longman NY)

Test of Word Reading Efficiency (ProEd)

Test of Written Spelling, 4th edition (ProEd)

Wide Range Achievement Test, 3rd Edition (Jastak Associates)

Woodcock Reading Mastery Test (American Guidance Services)

Evaluation Strategies

In its grant application, the LEA must state that it is willing to comply with the following requirements that will provide a way for the state to assess progress of schools in implementing their Reading First plans. Requirements:

- (1) Assurance that the LEA will administer appropriate forms of the Iowa Test of Basic Skills at or near the end of the school year in grades K-3 and that the response protocols from this test will be sent to the test publisher for scoring.
- (2) Assurance that the LEA will use DIBELS as the classroom-based assessment of reading progress. This classroom reading assessment is made up of measures that are aligned with the curriculum and goals for reading instruction at each grade level (K-3) and must be administered three times a year (September, January, and May). The LEA is responsible for identifying a staff member who will enter the scores from these tests into a required database that will be sent to a specified location. The LEA must provide assurance that the test data will be shared with the state for purposes of evaluation of RF classrooms and that the data will be shared with the teachers for purposes of evaluating the instructional needs of the children.
- (3) Assurance that the LEA will report reading achievement data from both the ITBS and DIBELS to the Michigan Reading First Management Team.
- (4) Assurance that the LEA will provide the funding for purchasing and administering the ITBS, DIBELS, and screening or diagnostic tests; for staff trained in diagnostic assessments, including sufficient time to provide timely and thorough assessments of children's learning capabilities; and for the services of a professional evaluation of the school data on reading to produce reports for the state and the federal government.

The LEA must develop an overall plan for assessment of reading progress and the needs of children who are struggling in reading. This plan must include a timeline for the assessments mentioned above (year-end administration of ITBS and administration of DIBELS in September, January, and May). In addition, the LEA must indicate screening measures teachers might use, a system for evaluating the needs for diagnostic assessments, specification of the staff members who are qualified to administer diagnostic assessments, specification of the availability of staff time needed for such assessments, and the availability of special services staff to meet the needs of children found to have significant difficulties in learning that impact their ability to learn to read (e.g., speech language impairment). Finally, in designing the overall plan for assessment of reading and related areas, the LEA must state that the children in grades

1-3 will not be required to take year-end standardized tests other than the MEAP and ITBS (kindergarten assessment to be determined).

Part E. OVERALL READING FIRST PLAN

The Michigan Reading First Management Team has identified instructional materials and programs that are supported by scientific research, as defined in Part B of the *No Child Left Behind* legislation. These materials are listed below as comprehensive programs/materials and supplementary materials. Each district plan should indicate which of these materials would be used as part of the comprehensive plan for providing high-quality reading instruction in grades K-3 in eligible school buildings within the LEA. When planning instruction for children who need special help in reading, Smith and Kame'enui (1998) suggest that teachers design instruction that includes (1) conspicuous strategies, (2) mediated scaffolding, (3) strategic integration, (4) primed background knowledge, and (5) judicious review. The task of organizing reading instruction around such principles is made easier when the classroom teacher has a comprehensive program that has both the content and the instructional methods that are needed for successful reading instruction. With the recent revisions of basal reading programs, many textbook publishers have followed the guidelines provided by recent research on effective reading instruction in reading in determining the content, instructional method, pace of instruction in key areas (e.g., phonics), and opportunities for practice. These reading programs have the added advantage of having a variety of supplementary materials that are coordinated with the reading materials and instructional methods. Such coordination is a key element of effective programs (Foorman et al, 1998). A comprehensive program provides valuable structure and organization for the teacher if it is used properly.

LEAs are reminded that there must be a systematic plan for providing both comprehensive and supplementary reading instruction that includes all five areas, as appropriate, at each grade level: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

(1) The five essential components of reading instruction that must be addressed in reading textbooks are explained below:

- **Phonemic awareness** — the ability to hear, identify, and manipulate the individual sounds-phonemes in spoken words. Phonemic awareness is the understanding that sounds of spoken language work together to make words.
- **Systematic, explicit phonics** — the understanding that there is a predictable relationship between spellings that represents those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
- **Vocabulary development** — development of stored information about meanings and pronunciation of words necessary for communication. There are four types of vocabulary development: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.
- **Oral reading fluency** — fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
- **Comprehension strategy instruction** — strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

Publisher	Houghton Mifflin 2003	Harcourt 2003	Open Court/ SRA 2002	Macmillan/ McGraw Hill 2003	Scott Foresman 2002
Phonemic Awareness	✓	✓	✓	✓	✓
Systematic Explicit Phonics	✓	✓	✓	✓	✓
Vocabulary Development	✓	✓	✓	✓	✓
Oral Reading Fluency	✓	✓	✓	✓	Needs Supplement
Comprehension Strategy Instruction	✓	✓	✓	✓	✓
Scientifically Based Reading Research	✓	✓	✓	✓	✓

The applicant must include a description of the plan for helping teachers change to a more appropriate model of instruction. In addition, the plan should include assurances that the instructional block for literacy instruction will be 90 to 120 minutes in length. The proposal must describe the design of a Reading First classroom, the structure for grouping students during the literacy block, and the means of providing instruction in the five essential components of reading instruction. The proposal must also include plans for instructional management and organization of lesson design.

(2) The Michigan Reading First Management Team has reviewed supplementary and intervention materials for students who need additional instruction, more explicit instruction, or additional practice in the basic aspects of learning to read. All of the materials on the list have both been studied and found to be effective in improving students' reading achievement or have incorporated methods and approaches that have been supported by scientific studies of reading. LEAs are encouraged to select materials from the list so that their teachers can meet the needs of children who are struggling with reading in their classrooms. An LEA may also choose materials/programs not on the list; however, to be an acceptable material/program, the LEA must provide a thorough explanation of the basis of the material/program supported by scientific studies of reading. LEAs must also provide a rationale for the particular selection of all supplementary/intervention materials or programs. In the event that the LEA proposes to use materials/programs that are not on the list, a thorough explanation of the basis for selecting the materials must be provided. See Attachments C and D for review selection criteria.

Michigan will provide professional development for the State Reading First Facilitators (hired by the State) and Reading First Literacy Coaches (hired by the LEA), who in turn will provide instruction for the teachers and guidance in the use of appropriate instructional methods in their classrooms. In this way, the

state will provide assistance to the teachers in learning to use a variety of approaches and materials to meet the needs of children.

Supplementary/Intervention Materials and Resources

Phonemic Awareness:

Ladders to Literacy, Notari-Syverson et al., Brookes Publishing, www.brookespublishing.com.

Multisensory Teaching of Basic Language Skills, Birsch.

Phonemic Awareness in Young Children, Adams et al., Brookes Publishing, www.brookespublishing.com.

Road to the Code: A Phonological Awareness Program for Young Children, Blackman et al., Brookes Publishing, www.brookespublishing.com.

Speech to Print, Moats, Brookes Publishing.

Systematic Explicit Phonics:

Alphabetic Phonics, Cox, Educators Publishing Service.

A Guide to Teaching Phonics, Orton, Educators Publishing Service.

Multisensory Teaching of Basic Language Skills, Birsch.

Reading Mastery, Macmillan/McGraw-Hill.

Saxon Phonics: An Incremental Development, Saxon Publishers, Inc. 1998, 1-800-284-7019; www.saxonpublishers.com.

Speech to Print, Moats, Brookes Publishing.

Word Detectives, Benchmark.

Oral Reading Fluency:

Quickreads, Heibert, Pearson Learning Group, www.quickreads.org.

Read Naturally, 2001, St. Paul, MN, 1-800-788-4085, www.readnaturally.com.

Vocabulary Development:

Bringing Words to Life, Beck, McKeown, & Kucan, Guilford Publishers.

Teaching Word Recognition, Spelling and Vocabulary, Rasinski, et al, International Reading Association

“Text Talk: Capturing the Benefits of Read-Aloud Experiences for Young Children,” Beck & McKeown, *The Reading Teacher*, September 2001.

Vocabulary Development, Stahl, Brookline Books.

Word Power: What Every Educator Needs to Know About Teaching Vocabulary, Stahl and Kapinus, NEA Professional Library

Word Detectives, Benchmark.

Words Their Way, Bear, et al, Merrill.

Comprehension Strategy Instruction:

Comprehension Instruction: Research-Based Best Practices, Block and Pressley, (Eds.), Guilford Press

Questioning the Author: An Approach for Enhancing Student Engagement with Text, Beck, McKeown, Hamilton, & Kukan, International Reading Association.

“Text Talk: Capturing the Benefits of Read-Aloud Experiences for Young Children”, Beck & McKeown, *The Reading Teacher*, September 2001.

RESOURCES FOR TEACHERS:

Caldwell. *Reading Assessment: A Primer for Teachers and Tutors*. Guilford Publisher

Education Leadership. Association for Supervision and Curriculum Development

Mastropieri, & Scroggs, *The Inclusive Classroom: Strategies for Effectgive Instgruction*, Merrill, 2000

Put Reading First: Research Building Blocks for Teaching Children to Read. EdPubs, 2001

Snow, Burns & Griffin. *Preventing Reading Difficulties in Young Children*. National Academy Press, 1998

Strickland & Morrow. *Beginning Reading and Writing*. International Reading Association

Vaughn, Bos, & Schumm, *Teaching Mainstreamed, Diverse, and At-Risk Students in the General Education Classroom*, Allyn and Bacon, 1997

REQUIRED COMPONENTS OF READING INSTRUCTION IN READING FIRST PLANS:

- (1) Required time allotment. The Department of Education requires LEAs to provide assurance that each RF classroom (K-3) will set aside a 90-minute block of time each morning for reading and language arts. Two hours are considered desirable, but 90 minutes are required.
- (2) The state will provide training of the RF Literacy Coaches (as described earlier) who will in turn teach the teachers in their school how to include the five essential components of reading instruction in their class-rooms. (Training materials are provided as part of the LETRS professional development package. The state will purchase the three LETRS books for all of the coaches and Facilitators (hired by the State), but LEAs must purchase LETRS books for all teachers, special educators, and administrators in RF school buildings.)
- (3) The state will ask teachers to complete a self-evaluation and survey of instructional practices three times a year. The information from this survey will help the state in its evaluation of the implementation of LEA RF plans and programs and the progress in reading made by the children.
- (4) The State Reading First Facilitators will visit each RF school and each K-3 classroom three times a year to observe instruction and interview the teacher. The State RF will also gather information about the implementation of RF instructional programs and instructional methods. In addition, members of the Michigan Reading First Management Team will make periodic visits to RF schools.

PROFESSIONAL DEVELOPMENT

The Michigan Reading First Management Team has reviewed various options for providing support for the LEAs in terms of professional development. A primary goal is to provide the State Reading First Facilitators and Reading First Literacy Coaches who will work with the teachers in RF schools with a deep and thorough knowledge of reading and effective methods of reading instruction. The state is adopting a model of training the trainers. The state has contracted with Sopris West to provide comprehensive instruction through a program called Language Essentials for Teachers of Reading and Spelling (LETRS), developed by Louisa Moats. Sopris West describes LETRS in this way:

The sequential modules of LETRS teach teachers the meaning of scientific findings about learning to read and reading instruction. The modules address each component of reading instruction--phonemic awareness, phonics and word study, oral language, vocabulary, reading fluency, comprehension and writing--and the foundational concepts that link these components. Instruction in assessment and evaluation of student performance will be embedded in the topical modules. The format of instruction allows for deep learning and reflection beyond the "once over" treatment the topics are typically given. Teachers who *understand* the foundation concepts of language structure, how children learn it, and what can go wrong, in addition to learning the publisher's program-specific methods, should enable most students to read. Further they will know what to do for those few who do not learn readily.

Titles of the LETRS Series are as follows:

Module 1—The Challenge of Learning to Read

Module 2—The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness

Module 3—Spellography for Teachers: How English Spelling Works

Module 4—The Mighty Word: Building Vocabulary and Oral Language

Module 5—Getting Up to Speed; Developing Fluency

Module 6—Digging for Meaning: Teaching Text Comprehension

Module 7—Teaching Phonics, Word Study, and the Alphabetic Principle

Module 8—Assessment for Prevention and Early Intervention

Module 9—Teaching Beginning Spelling and Writing

In addition to the LETRS training, LEAs must also provide a clearly articulated professional development plan for adequate ongoing training (in the form of weekly grade level meetings for teachers and coaches) to ensure the effective implementation of the comprehensive reading program as well as supplemental/intervention resources and materials. The LEA must provide evidence that the professional development will be provided by qualified experienced trainers. Publishers of the comprehensive reading programs will provide up to fifty hours of ongoing professional development throughout the three-year funding period of the Reading First grant to districts that purchase their programs. As evaluation indicates, or needs arise, additional training shall be provided.

The Michigan Department of Education has divided the state into eight regional areas, each having its own regional training center. The centers have been used in the past for providing in-service instruction for teachers and administrators in each region. Through RF in Michigan, each of the regional training centers will designate a team to attend the LETRS professional development meetings. In addition, RF Literacy Coaches hired at the school or district level will attend the meetings. School administrators of RF districts are invited to attend as well. In subsequent years, we will invite also language arts coordinators from schools and districts that do not have RF funding to attend.

In addition, Michigan has arranged for a professional development meeting (at least one per year) that is specifically designed to prepare school administrators to understand the goals of the RF initiative, the essential components of reading instruction and how they are implemented, the need for systematic evaluation of the implementation of RF classrooms, and the role of the school administration in ensuring that all children learn to read in grades K-3.

EVALUATION STRATEGIES

Michigan's Reading First Management Team will assess and evaluate the effectiveness of activities in RF programs of each school on a regular basis. This will be done in the following ways:

(1) Michigan's Reading First Management Team has contracted with researchers in the School of Education, University of Michigan, to assist in collecting and analyzing data that will be the basis for evaluating the effectiveness of RF programs in Michigan schools. First, the researchers will aid in the collection and analysis of children's performance on the DIBELS tests (described earlier) and other measures of classroom-based instruction that are approved by the state. These measures will be administered three times a year (September, January, and May). Second, they will collect and analyze the teachers' survey, which is completed by participating teachers three times a year. This measure will provide information about the teachers' views of their own knowledge of reading and methods for teaching reading that are supported by educational research. Finally, they will collect and analyze data from the year-end assessment of reading, using the Iowa Test of Basic Skills. Data will be analyzed in order to answer the primary questions of interest to the Michigan Department of Education and the federal government. These include, but are not limited to, the following:

- What percent of the children in RF schools are reading on grade level; moving toward reading on grade level; or reading above grade level?
- Have children in RF classrooms made significant improvements in their reading performance?
- What do we learn by disaggregating the data? That is, is significant progress made for children from different racial/ethnic backgrounds? For children with learning disabilities or otherwise served in special education? For children in schools that are labeled Title 1 School Improvement Status? For students with limited English proficiency?
- Do children in RF schools and classrooms make greater progress than children at the same grade levels in low-achieving schools that are not receiving assistance from RF funding

- and resources?
Do children continue to make progress after the period of assistance from RF funding is over?

ASSURANCES (See Assurances Pages 1b, 1c, and 1d of Application)

To ensure collection of valuable data that will be used to answer the research questions, the Reading First schools must comply with requests to collect data. Therefore, the assurances listed on page 1b, 1c and 1d of the application must be adhered to for the district to receive funds in the initial and subsequent years.

APPLICATION CHECKLIST FOR GRANT APPLICATION

- ☐ Is the narrative in a font no smaller than Times 12 point?
- ☐ Is the proposal narrative no more than 15 pages in length?
 - ☐ 1. Part A: Building Information
 - ☐ 2. Part B: Survey of Programs and Materials
 - ☐ 3. Part C: Literacy Programs/ Methods in Use
 - ☐ 4. Part D: Staff and Resources
 - ☐ 5. Part E: Overall Reading First Plan—Up to 15 pages of narrative (Parts A-D and F-H are not included in the 15 page limit). Proposal Narrative must include a description of proposed initiative including professional development, RF Literacy Coach, comprehensive program, assessment and intervention plans, and plans for strengthening instructional leadership. Points will be awarded for thorough and careful analysis of needs assessment charts used to design building plans.
 - ☐ 6. Part F: Principal's Declaration of Support—Signatures of each building principal and staff member involved in Reading First plans to indicate support for the Reading First initiative.
 - ☐ 7. Part G: Statement of Support of Union President—Signature of union president indicating support for Reading First initiative.
 - ☐ 8. Part H: Reading First Library Survey—Access to Reading Material/ Plan for Creating print rich environment
 - ☐ 9. Copy of letter inviting non-public schools to participate in the planning of LEA's Reading First plan; copy of sign-in sheet for attendance at planning meetings.
 - ☐ 10. Rank order list of buildings being proposed for funding—list from highest need to lowest need (1 is the highest need)
 - ☐ 11. Certification for Participation in Cooperative Project—Consortium if applicable (page 1a)
 - ☐ 12. Assurances and Certifications (pages 1b, 1c, and 1d) included with the original signature by authorized signatory
 - ☐ Budget: Budget information will be finalized after a district's grant application has been approved.
 - ☐ Budget Summary with original signatures by the authorized signatories
 - ☐ Budget Detail by building
 - ☐ Budget Narrative by building

(Applications are NOT to include pamphlets, handbooks, reports, brochures, news articles, folders, binders, dividers, etc.)

List of Eligible LEAs for Reading First 2005

Round 3
Attachment B

Academy of Detroit-West	29%	Francis Reh PSA	43%	Old Redford Academy	27%
Academy of Flint	40%	Gaylord Community Sch	9%	Onaway Area Comm SD	22%
Academy of Lathrup Village	19%	Geo Washington Carver Ac	24%	Oscoda Area Schools	19%
Academy of Oak Park	19%	Gerrish-Higgins Sch Dist	21%	Pierre Toussaint Academy	37%
Academy of Westland	23%	Gladwin Community Schools	18%	Pine River Area Schools	17%
Aisha Shule/WEB Dubois Pr	28%	Grand Rapids Child Discv Ctr	30%	Plymouth Educational Center	30%
Albion Public Schools	22%	Grand Rapids Public Schools	18%	Pontiac Acad for Excellence	37%
Allen Academy	39%	Great Lakes Academy	28%	Pontiac City School District	25%
Ann Arbor Public Sch	7%	Hale Area Schools	25%	Pontiac PSA	27%
Arenac Eastern Sch Dist	22%	Hamtramck Public Schools	29%	Port Huron Area School Dist	14%
Atlanta Community Schools	28%	Harrison Community Sch	24%	Quincy Community Sch Dist	21%
Baldwin Community Sch	35%	Hart Public School District	19%	Ridge Park Charter Academy	19%
Battle Creek Public Sch	21%	Hesperia Community Sch	20%	River Rouge School District	26%
Bay City School District	14%	Highland Park City Schools	38%	Ross Hill Academy	26%
Bay County PSA	21%	Holton Public Schools	12%	Saginaw City School District	31%
Beaverton Rural Schools	18%	Hope Academy	30%	Saginaw Preparatory Acad	38%
Beecher Comm Sch Dist	39%	Hope of Detroit Academy	37%	School District of Ypsilanti	20%
Benton Harbor Area Sch	39%	Houghton Lake Comm Sch	17%	Southfield Public School Dist	8%
Benton Harbor Charter Sch	43%	Inkster-Edison Public Sch	31%	Star International Academy	39%
Bridgeport-Spaulding CSD	21%	International Acad of Flint	28%	Summit Academy North	8%
Buena Vista School Dist	27%	Jackson Public Schools	19%	Tahquamenon Area Schools	22%
Center Academy	36%	Joy Preparatory Academy	35%	Taylor School District	13%
Central Academy	33%	Kalamazoo Advantage Acad	27%	Thomas-Gist Academy	33%
Cesar Chavez Academy	36%	Kalamazoo Public Sch Dist	22%	Threshold Academy	34%
Chandler Park Academy	31%	Kalkaska Public Schools	16%	Timberland Academy	31%
Cherry Hill Sch of Perf Arts	31%	King Academy	30%	Timbuktu Acad of Sci & Tech	45%
Cole Academy	19%	L'Anse Creuse Pub Sch	8%	Tri-Valley Academy	44%
Colin Powell Academy	30%	Lansing Public Sch Dist	21%	Union City Community Sch	22%
Commonwealth Comm Devel	31%	Lawrence Public Sch Dist	16%	Utica Community Schools	4%
Concord Academy: Antrim	16%	Lincoln Consolidated SD	4%	Vanderbilt Area Schools	19%
Conner Creek Academy	16%	Linden Charter Academy	26%	Vista Charter Academy	29%
Countryside Charter School	23%	Ludington Area School Dist	15%	Voyageur Academy	28%
Covert Public Schools	46%	Marion Public Schools	23%	Waldron Area Schools	19%
Crawford AuSable Schools	17%	Marvin L. Winans Acad of	23%	Walkerville Public Schools	25%
Dearborn Academy	42%	Mason Consolid. (Monroe)	7%	Walton Charter Academy	17%
Dearborn City School Dist	19%	Mesick Consolidated Sch	18%	Warren Consolidated Sch	7%
Decatur Public Schools	18%	Mid-Michigan Leadership Ac	35%	Warrendale Charter Academy	25%
Detroit Acad of Arts & Sci	22%	Mio-AuSable Schools	22%	Watersmeet Township SD	15%
Detroit City School District	28%	Montabella Community Sch	17%	Wayne-Westland Community	8%
Detroit Merit Charter Acad	25%	Morley Stanwood Comm	18%	West Branch-Rose City Area	17%
Discovery Elem Sch	18%	Mt. Clemens Comm SD	18%	West Iron County PS	16%
Dove Academy of Detroit	17%	Muskegon City Sch Dist	24%	West MI Acad of Envir Sci	29%
Edison Public School Ac	16%	Muskegon Heights SD	39%	West Village Academy	24%
Edison-Oakland PSA	17%	Nah Tah Wahsh PSA	27%	Westwood Heights Schools	23%
El-Hajj Malik El-Shabazz Ac	46%	New Beginnings Academy	20%	William C. Abney Academy	38%
Engadine Consolidated Sch	21%	New City Academy	33%	Willow Run Comm Sch	18%
Farwell Area Schools	17%	Northridge Academy	43%	Woodward Academy	23%
Flint City School District	33%	Nsoroma Institute	26%	YMCA Service Learning Acad	24%

**Percents listed indicate percentage of families with incomes below the census poverty line.

LEAs with:

40% or more students or 50 or more students scoring low on the MEAP for 2 of the last 3 years; and Geographic regions that include Empowerment Zones or Enterprise Communities; or 1000 or more students or 15% or more students from families with incomes below the poverty line; or Eight buildings or 50% or more of buildings in School Improvement status.

Questions to Consider When Reviewing Comprehensive Reading Programs

Program	Harcourt	Houghton Mifflin	Macmillan/ McGraw Hill	Open Court	Scott Foresman
What evidence do you see of scientifically based reading research?					
How is this research applied to the lesson design for each component? (explicit and systematic instruction)					
▪ Phonemic Awareness?					
▪ Systematic Explicit Phonics?					
▪ Vocabulary Development?					
▪ Oral Reading Fluency?					
▪ Comprehension Strategy Instruction?					
What support is provided in the teacher's manual for the teacher?					
Has this program been tested in schools and classrooms with similar demographics and learner profiles?					
Is there a well-orchestrated flow of instruction with clear sequences of task?					
What support is provided for the students in the lesson design? Does explicit instruction move from basic skill knowledge to higher order skills?					
What type of practice is provided for the students? Are activities directly related to the learning objective?					

Program	Harcourt	Houghton Mifflin	Macmillan/ McGraw Hill	Open Court	Scott Foresman
Is content area reading in other core areas including mathematics, science, and social studies reinforced?					
Program assessment components to inform the teacher about the child's learning and assist with instructional decision making?					
Support for differentiated instruction with a range of instructional materials to allow flexible grouping?					
Commitment from publisher to provide on-going technical support and staff development					

A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis

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The selection and adoption of an effective, research-based core reading program in the primary grades is a critical step in the development of an effective schoolwide reading initiative. The investment in identifying a core program that aligns with research and fits the needs of learners in your school will reap long-term benefits for children's reading acquisition and development.

A critical review of reading programs requires objective and in-depth analysis. For these reasons, we offer the following recommendations and procedures for analyzing critical elements of programs. First, we address questions regarding the importance and process of a core program. Following, we specify the criteria for program evaluation organized by grade level and reading dimensions. Further, we offer guidelines regarding instructional time, differentiated instruction, and assessment. We trust you will find these guidelines useful and usable in this significant professional process.

1. What is a core reading program?

A core reading program is the primary instructional tool that teachers use to teach children to learn to read and ensure they reach reading levels that meet or exceed grade-level standards. A core program should address the instructional needs of the majority of students in a respective school or district.

Historically, core reading programs have been referred to as basal reading programs in that they serve as the "base" for reading instruction. Adoption of a core does not imply that other materials and strategies are not used to provide a rich, comprehensive program of instruction. The core program, however, should serve as the primary reading program for the school and the expectation is that all teachers within and between the primary grades will use the core program as the base of reading instruction.

1. Why adopt a core reading program?

In a recent document entitled “Teaching Reading is Rocket Science,” Louisa Moats (1999) revealed and articulated the complexities of carefully designed and implemented reading instruction. Teaching reading is far more complex than most professionals and laypersons realize. The demands of the phonologic, alphabetic, semantic, and syntactic systems of written language require a careful schedule and sequence of prioritized objectives, explicit strategies, and scaffolds that support students’ initial learning and transfer of knowledge and skills to other contexts. The requirements of curriculum construction and instructional design that effectively move children through the “learning to read” stage to the “reading to learn” stage are simply too important to leave to the judgment of individuals. The better the core addresses instructional priorities, the less teachers will need to supplement and modify instruction for the majority of learners.

2. What process should be used to select a core reading program?

Ideally, every teacher involved in reading instruction would be involved in the review and selection of the core reading program. Realistically, a grade-level representative may be responsible for the initial review and reduce the “possible” options to a reasonable number. At minimum, we recommend that grade-level representatives use the criteria that follow and then share those findings with grade-level teams.

Schools often ask whether the adoption should be K-6 or whether a K-3/4-6 adoption is advisable. Ideally, there would be consensus across grades K-6; however, it is imperative to give priority to how children are taught to learn to read. Therefore, kindergarten and first grades are critical grades and should be weighted heavily in adoption decisions. This may entail a different adoption for grades 4-6.

3. What criteria should be used to select a core reading program?

A converging body of scientific evidence is available and accessible to guide the development of primary-grade reading programs. We know from research the critical skills and strategies that children must acquire in order to become successful readers by grade 3 (National Research Council, 1998; NICHD, 1996; Simmons & Kameenui, 1998). Following, we specify criteria in critical elements of reading organized by grade.

Stage I: Is There Trustworthy Evidence of Programs Efficacy?

Prior scientific studies of program efficacy should be a first-level criterion to identify the pool of possible core programs. Your review of programs should determine:

- _____ 1. Does the program have evidence of efficacy established through carefully designed experimental studies?
- _____ 2. Does the program reflect current and confirmed research in reading?
- _____ 3. Does the program provide explicit, systematic instruction in the primary grades (K-3) in the following dimensions:
 - Phonemic awareness (grades K-1)
 - Phonics
 - Decoding
 - Word recognition
 - Spelling
 - Vocabulary
 - Comprehension (listening and reading)
 - Writing
 - Oral and written language
- _____ 4. Was the program tested in schools and classrooms with similar demographic and learner profiles as your school?

If the answers to questions 1-4 are yes, you have evidence to indicate that if adopted and implemented faithfully, there is high probability the program will be effective.

If you can narrow your selection to programs with trustworthy evidence, proceed to Stage II for more comprehensive analysis.

Your review of programs may yield those that lack prior evidence of efficacy but that have components based on research. A lack of program efficacy should not exclude a program from consideration. Your analysis of critical elements, however, assumes greater importance.

A new generation of reading programs is currently finding its way into the market place, a generation of programs that holds great promise yet lack confirmed research. New programs often do not have adequate levels of evidence because large-scale, longitudinal evidence is costly and time consuming. If programs the reading committee considers promising lack established program efficacy, evaluate the program carefully and thoroughly according to the following critical elements.

Stage II: A Consumer's Guide to Selecting a Core Program: A Critical Elements Analysis

A key assumption of a core program is that it will (1) address all grade-level standards and (2) ensure that high priority standards are taught in sufficient depth, breadth, and quality that all learners will achieve or exceed expected levels of proficiency. All standards are not equally important. Our critical elements analysis focuses on those skills and strategies most essential for early reading.

For each “cluster” of dimension of reading skills/standards, review the program according to the following criteria. To evaluate the quality of instructional design, we recommend that you sample lessons across the program and that you also review successive lessons to determine how the program builds, reviews, and extends learners’ skills and strategies.

Use the following criteria for each critical element:

- = Element consistently meets/exceeds criterion.
- ◐ = Element inconsistently meets/exceeds criterion.
- = Element does not satisfy criterion.

When evaluating individual elements, slash (/) the respective circle that represents your rating (eg., ).

Critical Elements Analysis

Kindergarten**I. Phonemic Awareness**

Phonemic Awareness is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components and does not involve print.

Phonemic Awareness Instruction

- ○ ○ Progresses from the easier phonemic awareness activities to the more difficult—from rhyming and sound matching to blending, segmentation, and manipulation.
- ○ ○ Teaches skills explicitly and systematically.
- ○ ○ Starts with larger linguistic units, (words and syllables) and proceeds to smaller linguistic units (phonemes).
- ○ ○ Focuses beginning instruction on the phonemic level of phonological units with short words (two or three phonemes; e.g., at, mud, run).
- ○ ○ Focuses first on the initial sound (sat), then on the final sound (sat), and lastly on the medial sound (sat) in words.
- ○ ○ Makes students' cognitive manipulations of sound overt by using concrete representations (e.g., markers, pictures, and Elkonin boxes) or auditory cues that signal the movement of one sound to the next (e.g., claps).
- ○ ○ Models phonemic awareness tasks and responses orally and follows with students' production of the task.
- ○ ○ Introduces several continuous sounds first (e.g., /m/, /r/, /s/) before introducing stop sounds (e.g., /t/, /b/, /k/) because stop sounds are more difficult to isolate.
- ○ ○ Culminates with segmentation or the combination of blending and segmenting.
- ○ ○ Adds letter-sound correspondence instruction to phonological awareness interventions after students demonstrate early phonemic awareness.
- ○ ○ Provides brief instructional sessions. (Significant gains in phonemic awareness are often made in 15 to 20 minutes of daily instruction and practice over a period of 9 to 12 weeks.)

Tally the number of elements with each rating. _____ ● _____ ○ _____ ○

II. Decoding and Word Recognition

The ability to recognize words accurately, fluently, and independently, is fundamental to reading in an alphabetic writing system. For kindergarten students, critical skills include learning to associate sounds with letters, using those associations to decode and read simple words, and learning to recognize important nondecodable words.

Letter-Sound Association Instruction

- ○ ○ Schedules high-utility letter sounds early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/).
- ○ ○ Models the sounds of letter prior to assessing student knowledge.
- ○ ○ Sequences the introduction of letter sounds in ways that minimize confusion (e.g., sequence /p/, /b/, /v/, /e/, /i/).
- ○ ○ Includes a few short vowels early in the sequence so that students can use letter-sound knowledge to form and read words.
- ○ ○ Incorporates frequent and cumulative review of taught letter sounds.
- ○ ○ Begins with individual letter-sounds (e.g., *a*, *m*, *t*) and not phonograms (e.g., *ab*, *at*) or sound chunks.

Tally the number of elements with each rating.

_____ ● _____ ○

Decoding Instruction

- ○ ○ Introduces regular word types (CV or CVC) first in the sequence.
- ○ ○ Includes only words for which students know all letter sounds.
- ○ ○ Provides explicit strategy for sounding out words.
- ○ ○ Provides practice in word lists and short, controlled connected text.
- ○ ○ Provides multiple opportunities within lessons for students to read words.

Tally the number of elements with each rating.

_____ ● _____ ○

Irregular Words Instruction

- ○ ○ Introduces words of high utility (e.g., I, have, etc.).
- ○ ○ Limits # of words introduced within a lesson to 2-3 per week.
- ○ ○ Separates highly similar words (e.g., was/saw).

Tally the number of elements with each rating. ____ ● ____ ○ ____ ○

III. Listening Comprehension and Vocabulary Development

The ability to listen to stories, answer questions, sequence events, learn new vocabulary, and retell information heard are the foundation of reading comprehension. Because many kindergarten children cannot yet read stories, it is imperative that they have frequent and rich opportunities to listen to and discuss stories and informational text that will extend their current understandings and vocabulary knowledge.

Listening Comprehension Instruction

- ○ ○ Models and systematically reviews critical comprehension skills
 - Literal Comprehension
 - Main Idea
 - Retelling
 - Summarization
- ○ ○ Eases into instruction, beginning with stories containing obvious elements and information before moving to more the complex text.
- ○ ○ Introduces stories where elements are explicit (e.g., setting is described specifically).
- ○ ○ Focuses on only a few important elements and introduces additional elements when the students can reliably identify those previously taught.
- ○ ○ Models and guides the students through stories, thinking out loud as the elements are being identified.
- ○ ○ Models multiple examples and provides extensive guided practice in listening-comprehension strategies.
- ○ ○ Inserts questions at strategic intervals to reduce the memory load for learners when introducing strategies in stories. (For example, have students retell the important events after each page rather than wait for the end of the story).
- ○ ○ Uses both narrative and expository text.

- ● ○ Provides plentiful opportunities to listen to and explore a variety of text forms and to engage in interactive discussion of the message and meanings of the text.
- ● ○ Uses elements of story grammar as a structure for recalling and retelling the story.

Tally the number of elements with each rating.

_____ ● _____ ● _____ ○

Summary of Kindergarten Ratings

Phonemic Awareness Instruction	_____ ●	_____ ●	_____ ○
Letter-Sound Association Instruction	_____ ●	_____ ●	_____ ○
Decoding Instruction	_____ ●	_____ ●	_____ ○
Irregular Words Instruction	_____ ●	_____ ●	_____ ○
Listening Comprehension Instruction	_____ ●	_____ ●	_____ ○

Critical Elements Analysis

First Grade

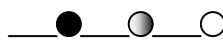
Phonemic Awareness Instruction

I. Phonemic Awareness

Phonemic Awareness is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components and does not involve print.

- ○ ○ Analyzes words at the phoneme level (i.e., working with individual sounds within words).
- ○ ○ Works with phonemes in all positions in words (initial, final, medial).
- ○ ○ Progresses from identifying or distinguishing the position of sounds in words to producing the sound and adding, deleting, and changing selected sounds.
- ○ ○ Allocates a significant amount of time to blending, segmenting, and manipulating tasks.
- ○ ○ Works with increasingly longer words (three to four phonemes).
- ○ ○ Expands beyond consonant-vowel-consonant words (e.g., *sun*) to more complex phonemic structures (consonant blends).
- ○ ○ Incorporates letters into phonemic awareness activities.
- ○ ○ Aligns the words used in phonemic awareness activities with those used in reading.

Tally the number of elements with each rating.



Decoding and Word Recognition Instruction

- ○ ○ Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g., phonemes in the word, position of blends, stop sounds) to more complex words.
- ○ ○ Models instruction at each of the fundamental stages (e.g., letter-sound correspondences blending, reading whole words).

- ○ ○ Sequences words strategically to incorporate known letters or letter-sound combinations.
- ○ ○ Provides initial practice in controlled connected text in which students can apply their newly learned skills successfully.
- ○ ○ Includes repeated opportunities to read words in contexts in which students can apply their knowledge of letter-sound correspondences.
- ○ ○ Uses decodable text based on specific phonics lessons in the early part of the first grade as an intervening step between explicit skill acquisition and the students' ability to read quality trade books. Decodable texts should contain the phonics elements and sight words that students have been taught. However, the text should be unfamiliar to students so that they are required to apply word-analysis skills and not simply reconstruct text they have memorized.
- ○ ○ Begins instruction in word families and word patterns (i.e., reading orthographic units of text, such as *at, sat, rat, fat*) after students have learned the letter-sound correspondences in the unit.
- ○ ○ Teaches students to process larger, highly represented patterns to increase fluency in word recognition.

Tally the number of elements with each rating.

_____ ● _____ ○

Irregular Words Instruction

- ○ ○ Selects words of high utility.
- ○ ○ Controls the number of irregular words introduced so that the students will not be overwhelmed.
- ○ ○ Strategically separates high-frequency words (e.g., *was, saw, them, they, there*), that are often confused by students.
- ○ ○ Points out irregularities while focusing student attention on all letters in the word.

Tally the number of elements with each rating.

_____ ● _____ ○

Passage Reading Instruction

- ○ ○ Introduces passage reading soon after students can read a corpus of words accurately.
- ○ ○ Contains only words comprised of letter-sounds and word types that have been introduced.
- ○ ○ Contains only irregular words that have been previously taught.
- ○ ○ Includes passages in which the majority of high frequency irregular words are from a list of commonly used words in English.
- ○ ○ Uses initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words).
- ○ ○ Contains a small number of low frequency irregular words.
- ○ ○ Teaches explicit strategy to move from reading words in lists to reading words in sentences and passages.
- ○ ○ Introduces fluency practice after students read words in passages accurately.
- ○ ○ Builds toward a 60 word per minute fluency goal by end of grade.
- ○ ○ Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency.

Tally the number of elements with each rating.

_____ ● _____ ○

Reading Comprehension Instruction

- ○ ○ The text for initial instruction in comprehension:
 - begins with linguistic units appropriate for the learner
 - uses familiar vocabulary
 - uses a topic with which the learner is familiar
 - uses simple syntactical structures
- ○ ○ Ensures that students have a conceptual understanding of beginning, middle, and end.
- ○ ○ Introduces text where the components of text are explicit (beginning, middle, and end being obvious).
- ○ ○ Begins with short passages to reduce the memory load for learners.
- ○ ○ Guides students through sample text in which teachers think out loud as they identify the components.
- ○ ○ Has students discuss the elements orally and make comparisons with other stories.
- ○ ○ Requires students to determine which strategy to use and why and provide extensive opportunities for students to read and apply the strategies throughout the year. For example, instruction designed to teach children to answer *who*, *what*, *when*, *where*, and *how* questions would consist of determining which type of question to ask first. *Who* and *what* questions are typically easier to answer than *when* and *where* questions. For *when* and *where* questions, instruction in how to identify the when and where in text may be necessary.
- ○ ○ Uses both narrative and expository text.
- ○ ○ Provides plentiful opportunities to listen to and explore a variety of text forms and to engage in interactive discussion of the messages and meanings of the text.
- ○ ○ Uses elements of story grammar as a structure for recalling and retelling the story. Models retelling, using the setting, characters, and important events as the recall anchors. Provides picture cues to help students learn the essential elements.

Tally the number of elements with each rating.

_____ ● _____ ○

Summary of First Grade Ratings

Phonemic Awareness Instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decoding and Word Recognition Instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irregular Words Instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Passage Reading Instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading Comprehension Instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Critical Elements Analysis

Second Grade

Decoding and Word Recognition Instruction

- ○ ○ Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text, and when students become proficient, in trade books.
- ○ ○ Avoids assuming that learners will automatically transfer skills from one word type to another. When introducing a new letter combination, prefix, or word ending, models each of the fundamental stages of blending the word and then reading the whole word.
- ○ ○ Separates auditorily and visually similar letter combinations in the instructional sequence (e.g., does not introduce both sounds for *oo* simultaneously; separates *ai*, *au*).
- ○ ○ Sequences words and sentences strategically to incorporate known phonics units (e.g., letter combinations, inflectional endings).
- ○ ○ Ensures that students know the sounds of the individual letters prior to introducing larger orthographic units (e.g., *ill*, *ap*, *ing*).
- ○ ○ Provides initial practice in controlled contexts in which students can apply newly learned skills successfully.
- ○ ○ Offers repeated opportunities for students to read words in contexts where they can apply their advanced phonics skills with a high level of success.
- ○ ○ Uses decodable texts, if needed, as an intervening step between explicit skill acquisition and the student's ability to read quality trade books.
- ○ ○ Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters onto print.
- ○ ○ Makes clear the connections between decoding (symbol to sound) and spelling (sound to symbol).
- ○ ○ Teaches explicit strategy to read multisyllabic words by using prefixes, suffixes, and known word parts.

Tally the number of elements with each rating.

_____ ● _____ ○

Irregular Words Instruction

- ● ○ Selects words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text.
- ● ○ Sequences high-frequency irregular words to avoid potential confusion. For example, high-frequency words that are often confused by students should be strategically separated for initial instruction.
- ● ○ Limits the number of sight words introduced at one time (five to seven new words).
- ● ○ Preteaches the sight words prior to reading connected text.
- ● ○ Provides a cumulative review of important high-frequency sight words as part of daily reading instruction (two to three minutes).

Tally the number of elements with each rating.

____ ● ____ ● ____ ○

Vocabulary and Concept Instruction

- ● ○ Provides direct instruction of specific concepts and vocabulary essential to understanding text.
- ● ○ Incorporates exposure to a broad and diverse vocabulary through listening to and reading stories and informational texts.
- ● ○ Provides repeated and multiple exposures to critical vocabulary.
- ● ○ Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts.
- ● ○ Reviews previously introduced words cumulatively.
- ● ○ Teaches strategy for word meanings based on meaning of prefixes and suffixes.
- ● ○ Introduces the prefix or suffix in isolation, indicating its meaning and then connecting it in words.
- ● ○ Illustrates the prefix or suffix with multiple examples.

- ○ ○ Uses examples when the roots are familiar to students (e.g., *remake*, and *replay* as opposed to *record* and *recode*).
- ○ ○ Separates prefixes that appear similar in initial instructional sequences (e.g., *pre*, *pro*).

Tally the number of elements with each rating.

___ ● ___ ○ ___ ○

Passage Reading-Fluency Instruction

- ○ ○ Contains only words comprised of phonemic elements and word types that have been introduced.
- ○ ○ Contains only irregular words that have been previously taught.
- ○ ○ Selects majority of high frequency irregular words from list of commonly used words in English.
- ○ ○ Introduces fluency practice after students read words in passages accurately.
- ○ ○ Builds toward a 90 word-per-minute fluency goal by end of grade 2.
- ○ ○ Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency.

Tally the number of elements with each rating.

___ ● ___ ○ ___ ○

Reading Comprehension Instruction

- ○ ○ Teaches conventions of informational text (e.g., titles, chapter heading) to locate important information.
- ○ ○ Teaches explicit strategy to interpret information from graphs, diagrams, and charts.
- ○ ○ Teaches the importance of reading in locating facts and details in narrative and informational text and recognizing cause-and-effect relationships.
- ○ ○ Organizes instruction in a coherent structure.
- ○ ○ Teaches information or strategies to increase a student's understanding of what is read.

- ● ○ Teaches skill or strategy explicitly with the aid of carefully designed examples and practice.
- ● ○ Continues skill or strategy instruction across several instructional sessions to illustrate the applicability and utility of the skill or strategy.
- ● ○ Connects previously taught skills and strategies with new context and text.
- ● ○ Cumulatively builds a repertoire of skills and strategies that are introduced, applied, and integrated with appropriate texts and for authentic purposes over the course of the year.
- ● ○ Teaches analyzing elements of narrative text and comparing and contrasting elements within and among texts.
- ● ○ Uses story grammar structure as a tool for promoting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus.

Tally the number of elements with each rating. ____ ● ____ ● ____ ○

Summary of Second Grade Ratings

Decoding and Word Recognition Instruction	____ ● ____ ● ____ ○
Irregular Word Instruction	____ ● ____ ● ____ ○
Vocabulary and Concept Instruction	____ ● ____ ● ____ ○
Passage Reading-Fluency Instruction	____ ● ____ ● ____ ○
Reading Comprehension Instruction	____ ● ____ ● ____ ○

Critical Elements Analysis

Third Grade

Decoding and Word Recognition Instruction

- ○ ○ Separates word parts that are highly similar (e.g., *ight*, and *aight*).
- ○ ○ Introduces word parts that occur with high frequency over those that occur in only a few words.
- ○ ○ Teaches the word parts first and then incorporates words into sentences and connected text.
- ○ ○ Emphasizes reading harder and bigger words (i.e., multisyllabic words) and reading all words more fluently.
- ○ ○ Extends instruction to orthographically larger and more complex units (e.g., *ight*, *ought*, *own*).
- ○ ○ Teaches strategies to decode multisyllabic words using the structural features of such word parts as affixes (e.g., *pre-*, *mis-*, *-tion*) to aid in word recognition.
- ○ ○ Provides explicit explanations, including modeling, “Think-alouds,” guided practice, and the gradual transfer of responsibility to students.
- ○ ○ Relys on examples more than abstract rules. (Begin with familiar words. Show “nonexamples.” Use word parts rather than have students search for little words within a word. *Examples*: depart, report).
- ○ ○ Makes clear the limitations of stuctural analysis.
- ○ ○ Uses extended text in opportunities for application.

Tally the number of elements with each rating. ____● ____○ ____○

Vocabulary and Concept Instruction

- ○ ○ Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. Uses words in context and that are encountered frequently.
- ○ ○ Uses context to gain the meaning of an unfamiliar word. Context includes the words surrounding the unfamiliar word that provide information to its meaning. Because not all contexts are created equal, however, initial instruction must be designed carefully to enable learners to acquire this important vocabulary strategy.
- ○ ○ Extends the understanding of concepts and vocabulary of the English language through (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict the meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words.
- ○ ○ Emphasizes direct instruction in specific concepts and vocabulary essential to understanding text and exposure to a broad and diverse vocabulary through listening to and reading stories.

Tally the number of elements with each rating. _____● _____○ _____○

Passage Reading-Fluency Instruction

- ○ ○ Contains only words comprised of phonic elements and word types that have been introduced.
- ○ ○ Contains only irregular words that have been previously taught.
- ○ ○ Selects majority of high frequency irregular words from list of commonly used words in English.
- ○ ○ Introduces fluency practice after students read words in passages accurately.
- ○ ○ Builds toward a 120 word-per-minute fluency goal by end of grade3.
- ○ ○ Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency.

Tally the number of elements with each rating. _____● _____○ _____○

Reading Comprehension Instruction

- ○ ○ Explicitly teaches comprehension strategies.
- ○ ○ Provides a range of examples for initial teaching and practice.
- ○ ○ Provides independent practice activities that parallel requirements of instruction.
- ○ ○ Begins with linguistic units appropriate to the learner; for example, uses pictures and a set of individual sentences before presenting paragraph or passage-level text to help students learn the concept of main idea.
- ○ ○ Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order.
- ○ ○ Uses familiar vocabulary and passages at appropriate readability levels for learners.
- ○ ○ Uses familiar topics during initial teaching.
- ○ ○ Uses familiar, simple syntactical structures and sentence types.
- ○ ○ Progresses to more complex structures in which main ideas are not explicit and passages are longer.
- ○ ○ Teaches skill or strategy explicitly with the aid of carefully designed examples and practice.
- ○ ○ Continues skill or strategy instruction across several instructional sessions to illustrate the applicability and utility of the skill or strategy.
- ○ ○ Connects previously taught skills and strategies with new content and text.
- ○ ○ Cumulatively builds a repertoire of skills and strategies that are introduced, applied, and integrated with appropriate texts and for authentic purposes over the course of the year.

<i>Tally the number of elements with each rating.</i> ____● ____○ ____○

Summary of Third Grade Ratings

Decoding and Word Recognition Instruction	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
Vocabulary and Concept Instruction	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
Passage Reading-Fluency Instruction	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
Reading Comprehension Instruction	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>

Critical Elements Analysis—All Grades

Assessment

Program Assessment Components

- ○ ○ Include assessment items for each major reading skill/strategy that can be used to determine what students need to learn and what teachers need to teach.
- ○ ○ Provide indicators of critical skills and strategies to identify students at risk of difficulty and in need of specialized instruction.
- ○ ○ Allow teachers to determine the effectiveness of their instruction by:
 - conducting assessments at strategic point of instruction (entry monitoring of progress and summative).
 - monitor student progress at the end of each unit of instruction.
- ○ ○ Link closely the instruction and curriculum activities to school-, district-, and state standards.

<i>Tally the number of elements with each rating.</i> ____● ____○ ____○

Critical Elements Analysis—All Grades

Instructional Programs and Materials

Materials and Programs

- ○ ○ Prioritize essential skills and strategies.
- ○ ○ Sequence skills and strategies in a logical, coherent manner.
- ○ ○ Demonstrate and build the relationship between fundamental skills leading to higher order skills.
- ○ ○ Address or reinforce content area standards in mathematics, science, and history-social science.
- ○ ○ Focus on activities that relate directly to the learning objectives.
- ○ ○ Provide specific suggestions for learners with special needs.

Tally the number of elements with each rating. ____ ● ____ ○ ____ ○

Critical Elements Analysis—All Grades

Differentiated Instruction

Instructional Materials

- ○ ○ Provide a range within the instructional materials which allows flexibility to start students at different entry points in the materials depending on student performance.
- ○ ○ Suggest appropriate grouping based on students' performance.
- ○ ○ Recommend and accommodate flexible groupings to maximize student performance.

Tally the number of elements with each rating. ____● ____○ ____○

Learners with Special Needs

- ○ ○ Present comprehensive guidance for teachers in providing effective, efficient instruction for students with special needs.
- ○ ○ Provide explicit and systematic instruction and practice materials to accelerate reading achievement for students who are reading significantly below grade level.

Tally the number of elements with each rating. ____● ____○ ____○

Advanced Learners

- ○ ○ Includes enrichment and acceleration options for advanced students who demonstrate mastery of information.
- ○ ○ Provides suggestions to help students study a particular theme or concept in greater depth or perspective.

Tally the number of elements with each rating. ____● ____○ ____○

Job Description for the READING FIRST LITERACY COACH Position:

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide leadership and support for K-3 classroom teachers and K-12 special education teachers
- Foster a climate of learning and support among teachers
- Effectively focus group dialogue, cultivate individual and group resources, and effect attitudes and performance toward best practice
- Model effective instructional strategies and assessment techniques
- Coach teachers in implementing effective evidence-based instructional strategies in classrooms
- Plan and consult with teachers
- Document progress of teachers and students through careful data collection
- Attend regular meetings of Reading First Literacy Coaches at the regional level
- Other duties as assigned

REQUIRED QUALIFICATIONS:

- Masters Degree or Endorsement in Reading and/or Masters Degree or Endorsement in Early Childhood
- Minimum of 3 years of successful teaching experience in grades K, 1, 2 and/or 3
- Documented experience in working with adults as learners
- Effective listening and mentoring abilities
- Knowledge of current theory and practice in the field of literacy and related instructional and assessment strategies

TRAINING REQUIREMENTS:

- Language Essentials for Teachers of Reading and Spelling (LETRS) Training—June 2005, August 2005
- Additional training as deemed useful and appropriate by the Michigan Reading First Management Team
- Salary commensurate with current LEA Master Agreement

DEADLINE FOR APPLICATION: Until filled

Interested candidates should contact:

Certification Regarding Title III of the Americans with Disabilities Act (ADA), P.L. 101-336, Public Accommodations and Commercial Facilities (for Title III applicants only.)

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title II of the ADA for the program or service for which they receive a grant.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipient of the grant should it be awarded:

Assessments—The Local Education Agency will:

- 1) Assure the State that screening, diagnostic, and classroom based instructional assessments are utilized as identified by the State as in the ITBS, or are aligned with scientifically based reading research, are valid and reliable, and are aligned with the instructional program.
- 2) Assure the State that year-end ITBS testing will include children with disabilities and limited English proficiency.
- 3) Have a clear schedule for assessments and using assessments that are appropriate for the skills and goals of particular grades.
- 4) Use assessments to inform instruction and make decisions about appropriate interventions, programs and strategies.
- 5) Meet the needs of all K-3 students both in accelerating performance and monitoring progress of their literacy.
- 6) Assure the State that the LEA will provide the funding for purchasing and administering the ITBS, DIBELS, and screening or diagnostic tests; for staff trained in diagnostic assessments, including sufficient time to provide timely and thorough assessments of children's learning capabilities.
- 7) Assure the State that the LEA will report reading achievement data from both the ITBS and DIBELS to the Reading First Management Team.
- 8) Assure the State that the LEA will participate in the national evaluation of Reading First.
- 9) Assure the State that the LEA will comply with reporting requirements for the Center for Education Performance Information (CEPI). Grantees must comply with the CEPI reports and accurate SRSD submission in order to receive funding.
- 10) Assure the State that LEA will keep Reading First Evaluation Team informed of the current building code and any changes in status
- 11) Recognize the importance of maintaining consistency in staff and building status for the statewide and national research studies and ensure that priority status will be given to Reading First buildings to maintain consistent staff, students, leadership, and exemption from restructuring.
- 11) Finally, in designing the overall plan for assessment of reading and related areas, the LEA must state that the children in grades K-3 will not be required to take year-end standardized tests other than the MEAP, kindergarten assessment, and ITBS.

Instructional Program—The Local Education Agency will:

- 12) Implement reading programs that are based on scientifically based reading research from the state list of resources of options of comprehensive programs that provide instruction to all K-3 students. Students will not be over-assessed.
- 13) Employ instructional strategies to teach the five essential components of reading and effective program elements.
- 14) Assure the State that each RF classroom (K-3) will set aside an uninterrupted 90-minute block of time each day for reading and language arts. Two hours are considered desirable, but 90 minutes are required.

- 15) Align the scientifically based reading program with Michigan's standards and MEAP assessment.
- 16) Select and implement scientifically based instructional materials including supplementary materials and intervention programs from the list provided by Michigan (as discussed in the State Outline), and integrate the materials with a comprehensive reading program.
- 17) Use such materials for their intended purpose and align materials with a coordinated instructional sequence, practice opportunities, and explicit instruction.

Instructional Leadership—The Local Education Agency will:

- 18) Identify instructional leadership in literacy including: designated individuals with sufficient time and expertise to provide leadership; authority to make decisions; provide training for principals and building leaders; provide training in the essential components of reading and application to instructional programs for teachers within the RF schools and outside of the RF schools; align the reading curriculum to the Michigan Standards and MEAP; evaluate district and school reading progress; analyze achievement data; and commit to ensuring instructional leadership continuity.
- 19) Recognize the importance of stability and consistency in building leadership and teaching staff.

Professional Development—The Local Education Agency will:

- 20) Assess professional development needs, deliver and sustain meaningful professional development in the essential components of reading instruction; scientifically based instructional programs, materials, and strategies; and screening, diagnostic, and classroom based instructional assessments to the K-3 teachers, to K-12 special education teachers, and to administration.
- 21) Articulate a full range of professional development experiences with sufficient time for teachers to study, observe, practice, apply and evaluate their implementation of strategies and methodologies.
- 22) Ensure that grade level meetings with the literacy coach will occur weekly as part of the on-going support in professional development.
- 23) Provide assurances that the building leadership will participate in professional development concerning the current research in the five essential components of reading instruction.
- 24) Ensure that literacy coaches and principals will meet at least monthly in cohort meetings with the State Reading First Facilitator.

SIGNATURE OF SUPERINTENDENT OR PSA DIRECTOR

DATE